



Project Learning Tree's
***Exploring Environmental Issues:
Municipal Solid Waste***

Correlation of Activities to the
California History-Social
Science Content Standards
Grades 6–12

August 2002

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Publication #322-00-021, Revised August 2002

Printed on recycled paper with a minimum of 30 percent postconsumer content

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One of six in a series

FY 2000-01: \$1,000 total project amount; FY 2001-02: \$1,200 total project revision)

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Material in this guide, except for Project Learning Tree correlations, is extracted from the following document published by the California State Board of Education:

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve.

For more information about this and other Project Learning Tree curricula, contact the American Forest Foundation, 1111 19th Street, NW, Suite 780, Washington, D.C. 20036, (202) 463-2462 (Web site: www.plt.org). In California, call Kay Antunez, at (916) 653-7958 (e-mail: kay.Antunez@fire.ca.gov).

For training workshops on Project Learning Tree's *Exploring Environmental Issues: Municipal Solid Waste*, contact CIWMB's Office of Integrated Environmental Education at (916) 341-6769.

Grade 6—World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

2. The location of human communities that populated the major regions of the world and how humans adapted to a variety of environments.

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- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

1. The location and description of the river systems, and physical settings that supported permanent settlement and early civilizations.

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Grade 8—United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

- 8.4 Students analyze the aspirations and ideals of the people of the new nation, in terms of:

4. The daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper).

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- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast, in terms of:

1. The influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

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- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:

5. The location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement).

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Grade 10—World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States, in terms of:

3. The growth of population, rural to urban migration and growth of cities associated with the Industrial Revolution.

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Grade 11—United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on United States democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States, a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a

defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe, in terms of:
1. The effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair's *The Jungle*.

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- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:

5. The impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection and property rights.

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Recycling and Economics

Waste-to-Energy

Landfills

Take Action: Take Action: Success Stories and Personal Choices

Grade 12

Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economics systems, measurement, and methods.

- 12.2 Students evaluate, take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured, in terms of:
4. The obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

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Waste-to-Energy

Take Action: Success Stories and Personal Choices

- 12.3 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations

not part of government), their interdependence, and meaning and importance for a free society, in terms of:

1. How civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

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2. How civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

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Take Action: Success Stories and Personal Choices

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning, in terms of:

1. The causal relationship between scarcity and the need for choices.

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2. Opportunity cost and marginal benefit and marginal cost.

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Take Action: Success Stories and Personal Choices

3. The difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.

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Source Reduction

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Take Action: Success Stories and Personal Choices

12.2 Students analyze the elements of the United States market economy in a global setting, in terms of:

1. The relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

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Source Reduction

2. The effect of changes in supply and/or demand on the relative scarcity, price and quantity of particular products.

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4. How prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

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10. The economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retailing facilities.

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- 12.3 Students analyze the influence of the U.S. government on the American economy, in terms of:

1. How the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights.

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